

Year 3 E.S.L. Assessment (using ESL Scales*)

* refer to **ESL Scales levels** to give you the full range of the indicators in the areas of *Communication, Language and Cultural Understanding, Language Structures and Features* and *Strategies*.

For Grade 3 children to be achieving **sound** Stage 2 outcomes in the English syllabus, they need to be achieving **Level 5** outcomes in Oral Interaction and **Level 4** outcomes in Reading/ Responding and Writing. (refer to English K-6 Syllabus document)

Assessment Pointers:

Oral (Level 5)

- Listen for relevant information when questions are given beforehand.
- Show recognition of the same idea expressed in different words.
- Follow a complex set of oral instructions or directions related to a game or learning activity.
- Give a summary of a story or narrative referring to setting, characters and plot.
- Recount main ideas with some relevant detail from a range of factual texts.
- Rely on key content words or discourse markers to follow an extended text.
- Make simple hypotheses and generalisations.
- Identify a number of sequence markers indicating steps in an oral instruction.
- Use direct and reported speech with varying degrees of accuracy.
- Express simple relationships through comparisons and contrasts.
- Use simple conditionals.
- Correct other ESL speakers.

Reading (Level 4)

- Identify some detail in narrative texts (people, places and objects).
- Demonstrate understanding of the main story line and most key information points when retelling or paraphrasing.
- Follow serial task instructions (making a mathematical shape, setting up an experiment, making a kite).
- Gain some inferential/hypothetical meanings from texts.
- Interpret and explain information from diagrams, graphs, charts and timetables.
- Show an understanding of simple paragraph order (correctly re-order jumbled paragraphs).
- Show understanding of meaning and relations between sentences in a paragraph (correctly re-order jumbled sentences).
- Identify key content words conveying main ideas throughout a paragraph.
- Make concept maps of a topic using key content words (spiders: webs, bite, poison, arachnid).
- Read sentences expressed through complex subject-verb-object sentence patterns.
- Follow sentences in which words are omitted, substituted or implied.
- Demonstrate understanding of simple similes.
- Use knowledge of sentence structure and text organisation to identify meaning of unknown words (e.g. in cloze activities).
- Use previous knowledge of words and context to infer the meaning of unfamiliar words.
- Use an accessible English dictionary to check the meanings of new words.

Writing (Level 4)

- Maintain a storyline and some characterisation in creative texts.
- Elaborate and refine narrative and descriptive texts.
- Sustain 'voice' in personal and creative texts.
- Plan and sequence information for specific text type (report, biography).
- Re-construct a text using notes (from keywords) or through discussion.
- Make summaries by writing sentences expanded from key words.
- Write cohesive paragraphs reflecting distinct ideas.
- Incorporate a number of identifiable stages in common text types.
- Use direct or indirect speech appropriately in context.
- Use a range of antonyms and synonyms in descriptive writing.
- Use a set of common specialised words appropriate to a topic area.
- Generate ideas before writing (by constructing a concept map).
- Make use of discussion and reflection to enhance the writing process.